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## Teacher knowledge and instructional behavior and pupil achievement in reading

van den Hurk, Hendrikus Theodorus Gerardus

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#### **PROPOSITIONS**

1. When teaching the knowledge base for teaching reading, the attention should also be focused on knowledge of what 'does not work' in teaching reading.  
(Van den Hurk, 2017, chapter 2)
2. Teacher pedagogical content knowledge of reading does not play a strong role in the classroom practice of experienced teachers working in general education.  
(Van den Hurk, 2017, chapter 3)
3. Adequate teacher training and professional development not only means providing teachers with the knowledge base for teaching reading, but also ensuring that teachers employ this knowledge.  
(Van den Hurk, 2017, chapter 3)
4. Assessment of student teachers' knowledge base in initial teacher training only makes sense when explicit connections with the educational practice of the participating students can be made.  
(Van den Hurk, 2017, chapter 3)
5. In order to foster reading achievement teachers should engage their pupils in reading and keep them engaged in reading throughout their entire school career.  
(Van den Hurk, 2017, chapter 3 and 4)
6. Employing scaffolds in silent reading practice, like for instance having one-on-one conversations with pupils about the book they are currently reading, helps in keeping students engaged in reading.  
(Van den Hurk, 2017, chapter 4)
7. Effective teacher professional development offers teachers ample opportunities to capture and analyse teacher instructional behaviour and to subsequently practice alternative behaviour in their own classroom.  
(Van den Hurk, 2017, chapter 5 and 6)
8. The use of observations and data-feedback on the instructional behaviour of teachers is an important lever of change in the process of teacher professional learning and development.  
(Van den Hurk, 2017, chapter 5 and 6)
9. The application of a cyclic model of data-feedback, encompassing observation of teacher instructional behaviour and (data-)feedback, deserves a prominent role in the curriculum of institutions for teacher training and further professional development.  
(Van den Hurk, 2017, chapter 5 and 6)